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ABSTRACT

A reading program was devised to affect gains in reading for eighth grade students who had both perceptual and reading deficiencies. The program was divided into two phases, the first consisting of visual-motor-perceptual training conducted three times a week for twelve weeks, and the second composed of individualized reading instruction five times a week for 18 weeks. The second phase was conducted two months after the conclusion of the first. An analysis of the pretest and posttest data indicated that a majority of the 15 students who participated in the program improved their perceptual scores as well as their reading scores. (Extensive appendixes contain materials used in the program, including daily lesson plans, evaluation forms, form letters, and a guide to the program.) (FL)

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A Transportable Perceptual Model for the Improvement of Perception and Reading

by Russell Murray Wolf

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Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University.

Two-Year Practicum
Emporia Cluster
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CHAPTER I

INTRODUCTION

The purpose of this practicum was to improve the reading level of eighth-grade students who have perceptual deficiencies. Educators have long been concerned about children who do not achieve the level of performance in reading that is required by our schools and by society. Through the years, new methods and approaches to reading instruction have emerged, yet a high percentage of children still fail to read effectively. The success that children have in school depends upon their ability to read more than upon their ability to perform any other basic skill (Culpepper, 1978, pp. 158-159). Bond and Tinker (1973) agreed with this viewpoint when they indicated that the vast majority of children who fail in school do so because of their inability to read.

Most reading problems originate in the elementary grades where children receive their first formal reading instruction (Bond & Tinker, 1973). Reading skills are usually introduced in the primary grades (one, two, and three). These skills are then refined, grade by grade, until the child reaches the eighth grade when most formal reading instruction ends.

For children who are deficient in reading because they lack one or more of the reading skill components, regular reading programs are effective. But for children who cannot read well because they have problems other than ordinary

reading skill deficiencies, traditional reading programs are not effective. Many children have perceptual problems that affect their cognitive development.

Watson (1979), a psychologist who is considered to be an authority in the area of children who have learning problems, estimates that as many as 30 percent of all school-age children have some kind of learning disability and that many of these disabilities are perceptual in nature. According to Guthrie (1978), there are 45,000,000 children in the public schools. If Watson is correct, there are 13,500,000 children in the public schools with a learning disability of some type. An information packet published by the Virginia Department of Education estimates 8,000,000 (1980). The number of children in the schools who cannot learn and especially those who cannot learn to read because of disabilities is not known. The estimated number depends upon what authority you read or hear. Braden (1980), a professor at Virginia Polytechnic Institute, estimates 5 percent; Kephart (1972), a nationally-known authority in the area of learning disabilities, estimates 22 percent.

With the passage of Public Law 94-142, a great deal of attention has been focused upon children with learning problems during the last few years. If we are to believe Watson, Braden, Kephart, and a host of other educators and psychologists who believe that a large number of children have learning problems and that many of these problems are perceptual in nature, then we must believe that a significant number of

children are in need of some type of treatment that will strengthen and/or remediate perceptual problems.

Setting

This practicum was conducted at Laurel Park High School. Laurel Park is one of five high schools serving Henry County, Virginia. The school is located just off Highway 58 approximately five miles east of the city limits of Martinsville (pop. 17,600). Laurel Park's attendance zone is larger than any other school's attendance zone in the county; thus, the population served by the school is more diverse and widely spread than any other school in the county. Serving the present student body of 1,079 students are 65 teachers, 4 guidance counselors, 2 librarians, 2 assistant principals, and 1 principal. The only ethnic groups represented in the student body are Caucasian (52 percent) and Negro (48 percent).

Laurel Park High School is part of the community known as Laurel Park, a section of Henry County that is comprised of several subdivisions, open farmland, and a small shopping center. Residents of this community represent low to middle class socio-economic groups.

Henry County is primarily an industrial region, well-known for its textiles and furniture. Five industries in close proximity to the Laurel Park community are Thomas Systems, Brown Products, Reynolds and Easely Manufacturing, Hampco Apparel, and Sale Knitting. A high percentage of parents of Laurel Park students are skilled or semi-skilled workers in

local industries, with some parents supplementing their income with farming, particularly tobacco farming.

Concerning the educational level attained by the parents of Laurel Park students, 37.4 percent of the fathers have some high school education, 21 percent are high school graduates, 2 percent are college graduates, 16.3 percent have attended elementary school only, 7 percent have had special job skill training beyond high school, while 1 percent hold advanced degrees. Regarding the educational level attained by mothers of Laurel Park students, 38 percent have some high school education, 35.2 percent are high school graduates, 1.2 percent are college graduates, 10 percent have attended elementary school only, 7.3 percent have had special job skill training beyond high school, while .1 percent hold advanced degrees. The above percentages were obtained by way of a survey. In this survey, no responses were given by 15.3 percent of the fathers and 8.2 percent of the mothers.

Existing Conditions

Last school year (1978-1979),70 percent of Laurel Park's eighth grade-students were reading one or more grade levels below the eighth-grade level as measured by a standardized reading test. Ninety-seven students or 34 percent of the 1978-1979 eighth-grade class failed to pass to the ninth grade mainly because of reading difficulties.

During the present school year (1979-1980), there were 245 eighth-grade students assigned to Laurel Park from three

different elementary schools. These students, with the addition of the ninety-seven who failed, brought the 1979-1980 eighth-grade class to 342 students. The participant checked the reading scores of those eighth-grade students (245 of them) and found that eighty-seven students or thirty-six percent were two or more years below grade level when they were tested as seventh graders. If these deficient readers are not helped, they will fall further behind in reading and become failures in high school. In some preliminary research, the participant found that children who come to the high school with reading deficiencies as much as two years below grade level tend to fall behind an additional six months for every year they are at the high school. At this rate, by the end of their first year in high school, students who began the eighth grade two years behind will be two years, six months behind and will begin a downward spiral that will be difficult, if not impossible, to reverse.

In the Henry County Public Schools, reading is not a regular course offering beyond the seventh-grade level. There are reading courses available in the county high schools (grades eight through twelve), but they are special programs. One of these programs, a federally funded Title VII program, is no longer available because its funding ran out at the end of the 1978-1979 school year. Another special reading program which is currently conducted in the high schools is called a reading improvement program.

The Title VII programs were designed to help eighth-grade children who were two or more levels below grade level in reading and mathematics as measured by a standardized reading and mathematics test. The reading improvement program is designed to help children who are from one to two grade levels below the eighth-grade level in reading as measured by a standardized reading test. Students were and are placed into these two programs by the guidance departments and the administration of the high schools after conferring with and receiving permission from the parents of the children identified as in need of remediation. Students received no credit toward graduation in the Title VII program, but they do receive one English credit toward graduation for participation in the reading improvement program.

There were eighty-two students in our reading improvement program last school year (1979-1980). There were thirty-six students in the Title VII program during its last year of operation (1978-1979). The reading objective of these programs was the same: to raise the average reading score of the students in the program by six months over a period of one school year. The reading objective for the Title VII program was set by the state. The reading objective for the reading improvement class at Laurel Park was set by supervisors at the school board office.

The objectives for these programs have been met only once during the three years that the programs have been operating, and this was accomplished by only one program in one of the

county high schools. The average yearly reading gain in the Title VII program over its three-year period of operation was 3.7 months. No formative evaluation was done as the program operated. The average reading gain in the reading improvement classes over the same three-year period was 4.2 months per year.

Some individual students who have been participating in the reading programs at Laurel Park have made considerable reading gains, but the average class gains have been small. The participant feels that this is due to students being misplaced or improperly diagnosed, which would affect an average score.

CHAPTER II

ANALYSIS OF NEED

During the 1977-1978 school year, 57 percent of the eighth-grade students in the county school system were below grade level in the area of reading. The scores of these students ranged from a few months below to as much as six years below grade level. Eighth-grade students at Laurel Park High School had an even greater percentage below grade level in the area of reading than did the county as a whole.

During the 1978-1979 school year, Laurel Park High School had 289 eighth-grade students. Of these 289 students, the participant could find reading scores for only 254 of them or eighty-eight percent. One-hundred and seventy-seven of these students or seventy percent were reading one or more grade levels below the eighth-grade level as measured by a standardized reading test. Table 1 provides information pertaining to the number of Laurel Park eighth-grade students with recorded reading test scores who were one or more grade levels below in the area of reading during the 1978-1979 school year.

As was mentioned earlier in this report, ninety-seven students of the 1978-1979 class failed to pass to the ninth grade. Eighty-eight of those students or ninety-one percent who failed were two or more grade levels below the eighth-grade level in reading as measured by a standardized reading

test. The participant used two or more grade levels below a child's present grade as a standard because it has been his experience that most high school students can grasp written and printed material at the high school level if they are only a few months to a year below grade level, but have serious problems if they are two or more grade levels below.

TABLE 1

NUMBER OF EIGHTH-GRADE STUDENTS
BELOW GRADE LEVEL IN READING
1978-1979

Number of Students	Years Below Grade Level	Percentage of Students Below Grade Level
32	1	13
53	2	21
30	3	12
31	4	12
31	5	12

The general reading program that has been operating at Laurel Park is not and has not been effective. The absence of a strong reading program almost insures that eighth-grade students who are deficient in reading when they come to the high school will become failures during their first or second year there. The absence of a strong reading program at the high school level deprives students with reading deficiencies of the opportunity of experiencing academic success. This deprivation manifests itself as low grades, failure, low self-esteem, an inability to participate in extra-curricular

activities (because of low grades), and frustration with school. This frustration leads to students dropping out of school as soon as they reach the age of seventeen, or they may drop out at sixteen with the permission of the juvenile judge. Since the 1976-1977 school year, there have been 162 dropouts at Laurel Park High School. The vast majority of these students were two or more years below their grade level in reading when they dropped out of school. The participant realizes that there can be many reasons for dropping out of school, but the one common factor among the majority of these dropouts was extreme reading difficulty. Table 2 shows the number of dropouts at Laurel Park over a three-year period and the range of their reading levels when they dropped out. Reading scores for only 154 of the 162 dropouts could be found.

TABLE 2

NUMBER AND READING LEVELS OF
DROPOUTS AT LAUREL PARK
1976-1979

Number of Dropouts	Grade Dropped Out	Range of Reading Levels When Dropped
	1976-1977	
24	8	3.2-7.1
19	9	3.7-6.8
6	10	6.3-10.4
2	11	7.2-9.7
1	12	10.1

TABLE 2 (Continued)

Number of Dropouts	Grade Dropped Out	Range of Reading Levels When Dropped
	1977-1978	
14	8	3.5- 6.6
21	9	4.1-10.6
3	10	7.1- 9.3
1	11	8.4
3	12	9.9-10.3
	1978-1979	
15	8	2.8- 8.6
17	9	4.9- 8.8
5	10	6.6-10.7
* 5	11	7.7- 9.6
* 9	12	8.8-11.3

*A new attendance policy went into effect this year which adversely affected the drop-out rate of the upper classmen.

The participant recently talked with the school division superintendent concerning the reading problems at Laurel Park High School and received some assurances that there would be more reading help for the school during the 1981-1982 school year. This help will come in the form of additional reading teachers who will conduct remedial reading classes similar to the reading class that is presently operating at the school. The methods used by the reading teacher currently at Laurel Park and the methods to be used by the new teachers will be basically the same. These methods include word attack skills,

phonics, vocabulary development, and comprehension exercises. These components are fairly standard in all reading programs.

For children who are deficient in reading because they lack one or more of the reading skill components, these programs can be beneficial. But for children who cannot read well because they have problems other than the deficiencies noted, traditional reading programs are not effective. As was noted earlier, many children have perceptual problems that affect their cognitive development and conventional reading programs will not help.

The students who are placed into the current reading programs at Laurel Park and throughout the county are not adequately screened. Students are placed according to how far below grade-level they are in reading, as indicated by the Science Research Associates (SRA) reading test. This test gives a gross indication of general reading problems, but it does not identify specific areas of reading weakness. The deficiencies of children who do not read well because of problems other than weak reading skills, such as perceptual problems, are not identified.

If children who have reading skill problems along with identified perceptual problems are treated for both of these deficiencies, it is possible that these children will improve in both areas. As it stands now, however, children who have possible perceptual problems are given the same treatment as children who have standard reading problems. This could account for the low reading gain scores, because the gain

score that is used to determine academic growth is an average of the entire class.

The participant tested the students who are presently enrolled in the reading improvement class at Laurel Park and twenty-eight of the students who were in the Title VII program. A total of one-hundred and nine students were tested. The students were tested with the Slosson Drawing Test (1970), and the Purdue Perceptual-Motor Survey (1975). These two tests represent the two types of tests developed for the purpose of measuring perceptual development. The Slosson Drawing Test gives an indication of mental and perceptive ability as well as hand coordination. It measures the child's ability to replicate geometric figures. It can be administered to persons from age one to adult. The Purdue Perceptual-Motor Survey is used to identify children who are lacking in perceptual-motor abilities necessary for acquiring academic success. Twenty-nine students or 27 percent of the students tested showed perceptual problems, as indicated by one or both of the tests. It should be noted that the participant realizes that his sample was taken from an atypical population. Also, it should be pointed out that among the large number of Laurel Park students in regular classes who are poor readers, the probability of finding additional students with perceptual deficiencies is high. Based upon the data presented, the reading classes at Laurel Park contain significant numbers of students who have perceptual problems as well as reading problems.

The participant felt that a two-phase program should be developed to help students with perceptual and reading deficiencies. If perceptual difficulties affect reading progress, then these difficulties must be remediated or improved before reading gains can be made.

CHAPTER III

PRACTICUM GOAL AND OBJECTIVES

Goal Statement

The goal of this practicum was to improve the reading achievement of eighth-grade students who had both perceptual and reading deficiencies.

Terminal Objectives (Perceptual Phase--Phase One)

The terminal objectives for phase one are shown in table form (see Tables 3 and 4). Each table shows the entry level data of the students as they started phase one and the expected outcome or terminal objectives for each student at the conclusion of phase one.

The Identification of Body Parts, the Obstacle Course and the Angels-in-the-Snow sub-tests of the Purdue Perceptual-Motor Survey are not shown in Table 5 because all students tested either made perfect scores or very high scores on the pretest of these sub-tests and no gain or very little gain was possible.

According to the Slosson test manual, an accuracy score below 85 percent indicates a perceptual deficiency. This accuracy score is attained by looking up the number of errors that were made on a test and comparing that number to a normed table of ages.

For those students who were within ten percentage points of the 85 percent level, the 85 percent level will be the

objective. For those students who are more than 10 percentage points away from the 85 percent level, a 60 percent improvement will be the objective.

TABLE 3

SLOSSON DRAWING COORDINATION TEST
ENTRY DATA AND TERMINAL OBJECTIVES

	Entry Level Data		Terminal Objectives	
Student	No. of Errors	Percent	No. of Errors	Percent
A	8	78	5	85
B	8	78	5	85
C	10	72	8	78
D	10	72	8	78
E	12	67	9	75
F	14	61	10	72
H	8	78	5	85
J	10	72	8	78
M	14	61	10	72

All students (eleven) taking the Purdue Perceptual-Motor Survey (PPMS) posttest shall score at least one classification higher on 75 percent of the items in which they were deficient on the PPMS pretest. The PPMS is scored by assigning classifications of which there are four. Classification number one is the lowest, indicating that the student has a gross perceptual deficiency. Classification number four is the highest, indicating that no perceptual problem exists. Table 4 shows the entry level data that was taken from the Purdue Perceptual-Motor Survey Test pretest and the terminal objectives or expectation level for the posttest.

TABLE 4

PURDUE PERCEPTUAL-MOTOR SURVEY
ENTRY LEVEL DATA AND POSTTEST OBJECTIVES

Student	Pretest Classification	Posttest Classification
	Balance Forward	
G	2	3
H	2	3
I	2	3
J	1	2
K	2	3
L	3	4
M	2	3
N	1	2
O	2	3
B	1	2
D	2	3
	Balance Backward	
G	2	3
H	1	2
I	1	2
J	1	2
K	2	3
L	1	2
M	2	3
N	1	2
O	2	3
B	2	3
D	1	2
	Balance Sidewise	
G	1	2
H	1	2
I	2	3
J	2	3
K	3	4
L	1	2
M	2	3

TABLE 4 (CONTINUED)

Student	Pretest Classification	Posttest Classification
N	2	3
O	1	2
B	1	2
D	1	2
	Jumping	
G	2	3
H	2	3
I	3	4
J	1	2
K	3	4
L	2	3
M	2	3
N	1	2
O	2	3
B	2	3
D	2	3
	Double Circle	
G	1	2
H	2	3
I	2	3
J	1	2
K	2	3
L	1	2
M	3	4
N	2	3
O	2	3
B	1	2
D	2	3
	Lateral Line	
G	3	4
H	4	4
I	3	4
J	4	4
K	3	4

TABLE 4 (CONTINUED)

Student	Pretest Classification	Posttest Classification
L	3	4
M	4	4
N	3	4
O	3	4
B	4	4
D	3	4
Vertical Line		
G	3	4
H	3	4
I	3	4
J	4	4
K	3	4
L	4	4
M	4	4
N	3	4
O	3	4
B	2	3
D	3	4
Rhythm (Writing)		
G	2	3
H	2	3
I	1	2
J	2	3
K	3	4
L	2	3
M	3	4
N	2	3
O	2	3
B	2	3
D	3	4
Reproduction (Writing)		
G	2	3
H	2	3
I	2	3

TABLE 4 (CONTINUED)

Student	Pretest Classification	Posttest Classification
J	1	2
K	3	4
L	2	3
M	2	3
N	1	2
O	1	2
B	2	3
D	2	3
Orientation (Writing)		
G	1	2
H	3	4
I	2	3
J	2	3
K	2	3
L	3	4
M	2	3
N	2	3
O	2	3
B	1	2
D	2	3
Ocular Pursuits--Both Eyes		
G	3	4
H	3	4
I	3	4
J	Student only has left eye	
K	4	4
L	3	4
M	3	4
N	2	3
O	3	4
B	3	4
D	2	3
Right Eye		
G	3	4
H	3	4

TABLE 4 (CONTINUED)

Student	Pretest Classification	Posttest Classification
I	3	4
J	Student only has left eye	
K	4	4
L	3	4
M	3	4
N	3	4
O	3	4
B	3	4
D	3	4
Left Eye		
G	3	4
H	3	4
I	3	4
J	4	4
K	3	4
L	3	4
M	4	4
N	3	4
O	3	4
B	3	4
D	3	4
Convergence		
G	4	4
H	3	4
I	4	4
J	Student only has left eye	
K	4	4
L	3	4
M	4	4
N	4	4
O	4	4
B	4	4
D	4	4

TABLE 4 (CONTINUED)

Student	Pretest Classification	Posttest Classification
	Imitation of Movement	
G	3	4
H	2	3
I	2	3
J	1	2
K	2	3
L	1	2
M	2	3
N	3	4
O	2	3
B	2	3
D	3	4

The visual achievement forms section of the PPMS was not given because it is similar to but not as complete as the Slosson.

Rationale for Objectives (Phase One)

The scoring of the Slosson Drawing Coordination Test and the scoring of the Purdue Perceptual-Motor Survey is somewhat subjective. For this reason the writer set the objectives so that if there were errors in the scoring there would still be enough leeway for true achievement to be indicated. The writer tried to add objectivity to the scoring by scoring only one item at a time from all papers, by asking an impartial person to spot check the tests for inconsistencies in scoring, and by closely following the scoring procedures as outlined by the test manuals.

The writer felt that an improvement between the pre- and posttest had to be a gain of a full classification on the

Purdue Perceptual-Motor Survey, an improvement of 25 percent, and an improvement of from between 10 and 60 percent on the Slosson Drawing Coordination Test. The percentages of gain on the Slosson Drawing Coordination Test would depend in part upon the severity of the deficiency. The writer felt that if in fact perceptual deficiencies impede reading achievement these percentages of perceptual gains would be sufficient to have a positive effect on reading achievement.

Terminal Objectives (Reading--Phase Two)

The terminal objectives for phase two are shown in table form (see Table 5). In addition to the terminal objectives, Table 5 shows whether or not the students met the terminal objectives for phase one, the students' ability score, the students' reading gain for the nine months prior to phase one, and the students' present reading level expressed in grade equivalents. The terminal objectives are expressed in months.

TABLE 5

ENTRY LEVEL DATA AND TERMINAL OBJECTIVES FOR PHASE TWO

Student	Phase One Objs. Met	Ability Score	Reading Gain 1979-1980 (9-month Period)	Present Grade Level--Total Reading	Terminal Objs. Gain in Months (4½-month Period)
A	Yes	111	6 months	7.0	4
B	Yes	91	3 months	4.5	2
C	Yes	93	4 months	4.3	3

TABLE 5 (CONTINUED)

Student	Phase One Objs. Met	Ability Score	Reading Gain 1979-1980 (9-month Period)	Present Grade Level--Total Reading	Terminal Objs. Gain in Months (4½-month Period)
D	Yes	98	5 months	4.0	3
E	No	87	2 months	4.7	2
F	Yes	103	5 months	6.0	4
C	Yes	90	3 months	4.3	2
H	Yes	89	1 month	5.3	2
I	Yes	101	5 months	5.4	3
J	No	87	-1 month*	2.8	1
K	Yes	96	6 months	5.8	4
L	Yes	109	4 months	6.2	4
M	No	89	2 months	3.0	2
N	Yes	94	2 months	5.4	3
O	Yes	99	5 months	3.3	3

*Indicates a regression of one month

Rationale for Objectives (Phase Two)

There are many factors that affect a child's ability to read. Some of these factors are beyond the control of the school (Zintz, 1972). Because of the many unknowns in the experiences of the children participating in this practicum, the participant had a difficult time setting the terminal objectives for phase two.

The following factors were taken into consideration when determining how much reading gain should be expected from each child:

1. Student's ability
2. Number of grade levels below expected grade level in reading
3. Perceptual level, as indicated by the perceptual posttest scores
4. The amount of gain expected of a "normal" eighth grader
5. The amount of gain the students made during the 1979-1980 school year according to the SRA reading test
6. Discussions with the students' teachers in order to find out what the students' work habits were like

According to the standardized reading tests that are used to assess many reading programs throughout the country, the average reading gain is one month for each month in school. One major advantage of using standardized tests is that all types of students are used to set the norms of the test. Bright students, slow students, average students, and students with learning problems are part of the sample. So when a G.E. score is set for a particular grade, it represents a cross section of the population.

The participant checked the reading levels of twenty-five students who were on grade level at the fall testing (8.1). This was done to get some indication of their gain over the period of one school year (9 months). Although each child did not progress exactly one month for each month in school (some more, some less), the average gain for the twenty-five students over the nine-month period was 9.4 months.

Before the participant finalized the terminal objectives that are shown in Table 5, he discussed their justifiability with a learning disabilities teacher and a reading specialist. It was determined that the terminal objectives for the participating students were reasonable.

CHAPTER IV

CHOICE OF STRATEGY

Alternatives Considered

In order to determine what strategy to use to help eighth-grade students with perceptual and reading deficiencies, a literature search was conducted. During the course of the search, the participant reviewed a total of 211 research studies, journal articles, and textbooks pertaining to perceptual programs and related activities. ERIC, the professional library at the school board, and the library at the University of North Carolina at Greensboro were used for the literature survey.

The literature mentioned in-service training for teachers who work with children who have perceptual problems, curriculum guides that have been developed for use by teachers, and perceptual specialists. But most of the literature dealt with programs that had been developed to strengthen perceptual attributes.

In-service training was not given serious consideration by the writer because the time needed to train teachers, the willingness of teachers to give up their time after school, and teacher turnover made this strategy impractical. The material the writer read concerning perceptual curriculum guides was very general and assumed the person reading the guide was familiar with perceptual activities. No follow-up

studies were found on the effectiveness of the guides. The hiring of perceptual specialists was out of the question since the school budget was trimmed for the second year in a row and each high school was asked to eliminate one teaching position. Thus, the addition of personnel for new programs was not feasible at this time.

Rationale for Choice

The writer chose a perceptual program as the strategy for this practicum for the following reasons: (1) it could be developed by the writer out of school funds without having to apply for special funding; (2) it could be produced at a nominal cost (under $50.00); (3) it did not require extensive in-service training for the teachers involved; (4) it could be easily transported from Laurel Park to other schools.

Once a perceptual program was decided upon as the strategy to be used for this practicum, another literature search was conducted in order to determine the effectiveness of perceptual programs on academic achievement, whether or not these programs have been used with students as old as eighth-graders (ages thirteen and fourteen), and, if so, how effective these programs have been with older students (since perceptual ability is developmental to a large degree).

A review of the literature showed that controversy has evolved from conflicting experimental results and questionable experimental techniques used in some of these studies. Although a number of negative reports were found concerning the effects of perceptual programs on academic achievement,

an even greater number of positive reports was found. It should be noted that some of the negative reports did, in fact, show academic gains made by children who took part in perceptual programs, but these gains were not significant at the .05 level of confidence. Of the 211 studies, articles, and books reviewed, 129 of them or 61 percent showed that participation in perceptual programs did improve academic achievement, especially in the area of reading. Although the vast majority of the studies reviewed dealt with elementary children (grades one through six), several comments and suggestions by leaders in the perceptual field indicated that participation in perceptual programs by older children (grades seven, eight, and nine) has been and can be very beneficial in promoting academic gains in reading.

Kephart (1972), one of the leaders in perceptual research, stated that more attention needs to be given to psychomotor development of children above the sixth-grade level. Delacato (1959), another leader in the perceptual field, conducts a perceptual program for children and young adults. According to a number of reports, Delacato's program has been very successful in remediating reading problems in students as old as eighteen. Iefroy (1976), a top educator with the Australian schools, made the following statement:

> There is a rapidly growing number of teachers, psychologists, lecturers, and physical educationalists in Australia who are tired of treating the symptoms of reading problems with flashcards and phonics. . . .Motor development methods make sense to these people. . . .My own follow-up study

> of children I had taught traditionally, compared to children I had taught on motor-development methods, convinced me that those methods were far superior in really overcoming reading problems (pp. 30-31)

Lefroy has worked with children in their middle teens.

In a study by Gamsky and Lloyd (1971), it was found that children performed significantly better on the Stanford Achievement Test after participating in the Frostig Perceptual Training Program. Similarly, in a two-year study conducted by three schools in New York, Rohr (1976) found that pupils profited by a perceptual training program. It was reported that 80 percent of the students who participated in this program improved in their academic work and increased their attention span.

Although no specific perceptual programs dealing with eighth-grade students were found in the literature, sufficient positive evidence pertaining to perceptual programs and reading achievement and positive evidence pertaining to perceptual programs and children in their teens were found to warrant the use of such a program as an intervention strategy. The writer found that most perceptual programs operate on the rationale that it will benefit a child to participate in perceptual activities that are general in nature, regardless of whether the child shows a perceptual deficiency or not, the theory being that all perceptual abilities will be strengthened which in turn will improve academic progress. As many of these programs have failed to achieve their goals as have succeeded, and the reasons

given by many for the failure of a significant number of these programs is that they tried to remediate the wrong populations. Instead of working with an impacted population of identified perceptual deficiencies, they tried to remediate a population that may or may not have been in need of remediation. The writer worked only with students who had identified perceptual deficiencies.

A two-phase program was developed for this practicum. The first phase consisted of a twelve-week perceptual program. The program had general perceptual activities in it. It also placed special emphasis on activities that purported to remediate specific deficiencies noted in the subjects who participated in the program. The rationale of phase one was that perceptual problems interfere with reading development. If perceptual problems can be remediated, then reading progress can be made.

Phase two consisted of an eighteen-week individualized reading program. Twelve- and eighteen-week sessions were chosen for the two phases because these were the lengths of successful perceptual and reading programs that were surveyed by the participant.

CHAPTER V

DESIGN AND IMPLEMENTATION

The following sequence of steps was followed in designing and implementing the practicum: (1) select students for the practicum, (2) send permission letters to parents, (3) select teachers, (4) orient teachers, (5) develop lesson plans, (6) implement phase one, (7) posttest students, (8) pretest students for phase two, (9) implement phase two, (10) posttest students, (11) develop procedural guide.

Selection of Students

For this practicum, the writer selected fifteen eighth-grade students. The reading levels of these fifteen targeted students ranged from two to six years below grade level. The participant wanted a variance in reading levels so that the intervention strategy could be applied to students who have a range of reading and perceptual deficiencies. The participant also checked each student's ability score to make sure that all scores were within one standard deviation of the mean (an IQ score of from 85-115). In addition, only those students who had at least two reading scores and two ability scores recorded in their cumulative folders were selected for this practicum, provided the two reading scores and the two ability scores agreed with each other. This procedure was

used to minimize the possibility of selecting a child with invalid test scores.

The reading data were collected from the Science Research Associates (SRA) computer printouts that each school receives after the SRA test is administered in October and May of every school year. The reading data used in the selection of these students came from the SRA test that was administered in October of 1979. The writer surveyed the data from the students who were in the reading improvement program and from some of the students who were in the Title VII reading program. Since these classes were composed of poor readers, these were the only students who were surveyed. The writer realizes that there were probably other eighth-grade students who were also poor readers, but the majority of the school's poor readers were concentrated in these classes.

One-hundred and nine students were surveyed. These students were then administered the Slosson Drawing Test and the Purdue Perceptual-Motor Survey. The results of these two tests gave the participant an indication of the perceptual abilities of these students. The participant then looked for ability scores that fell within one standard deviation of the mean (85-115). The ability scores were taken from the Short Test of Educational Ability. This test is administered along with the SRA reading test. The school psychologist (Kirk, 1980) claims that this test correlates well with the Wechsler Intelligence Scale, a much used intelligence test.

The reading scores, the perceptual scores, and the ability scores were matched, and fifteen students were selected for the program (twelve boys and three girls). Each student who was selected for this practicum had a low reading score, a low perceptual score, and an ability score within one standard deviation of the mean.

Permission Letters

Letters were sent to the parents of each selected student (Appendix A). The letter explained the purpose of the program and asked permission to include the child in it. The parents were asked to sign the letter and return it to the participant by December 14, 1979. These letters were sent to the parents of fifteen students. The parents of three of these students did not want their children to be included in the program. Five more letters were then sent before the writer had the fifteen students that were used in the program. If a letter was not returned by December 14, a phone call was made to the student's home. Of those parents who gave permission on the letter for their child to be included in the program, eight called the writer for additional information and two contacted the writer in person.

Teacher Selection

The participant did not have the money nor the means of hiring new personnel for this program so existing personnel had to be used. The participant, the reading improvement

teacher, and three seniors were used as the teachers for the perceptual phase of this practicum. Seniors were selected who had study halls during the times the program was conducted and had an interest in working in a program such as this.

Teacher Orientation

The three seniors and the reading improvement teacher were given a two-hour in-service program by the participant concerning the perceptual phase of the program. The purpose of the program and the use of the lesson plans were explained. The in-service program also helped to standardize the program. The participating students were also shown how to administer some of the activities to each other, since some of the activities could not be done alone and the same activity was to be done by several different students each session. The student orientation was done at the beginning of a new lesson whenever new material was introduced.

Lesson Plans

Appendix B exhibits the lessons used by the program teachers. Thirty-six lesson plans were developed by the participant. Each lesson plan was divided into two sections. The first section described perceptual activities of a general nature. All students did these activities. The second section of the plan was individualized. A student did only those perceptual activities that purport to develop those perceptual attributes in which the child was weak, according to one or both of the perceptual tests. These plans directed

the specific activities to be presented each day of the program. The chart in Appendix C shows the areas of weakness by student according to the perceptual tests. This information was used by the writer to develop the lesson plans.

Phase One

Phase one consisted of a twelve-week perceptual program. This program contained activities selected from programs of authorities in the perceptual field. A consideration in activity selection was given to those activities that purport to develop balance, coordination, laterality, directionality, and locomotion. Specific activities were also selected that purport to develop the areas in need of remediation as indicated by the perceptual tests. Many of the activities were taken from the programs of Kephart (1971) and Frostig (1972), but some of the activities were developed by the participant. Many of the program activities are similar or identical to the activities on the perceptual tests.

The program was conducted each Monday, Wednesday, and Friday for fifty minutes per day. These fifty-minute periods were exclusive of the time it took to travel to and from the activity area. If it were not possible to meet on those designated days because of a shortened school week or a schedule conflict, other days were substituted.

The students who participated in the program were taken out of two different classes each week. These classes were study hall and physical education. All fifteen students did

not participate in the program at the same time. Five students came second period, six students came third period, and four students came fifth period.

Process Objectives

The following process objectives were developed for phase one:

1. Each eighth-grade student selected for this practicum shall receive a minimum of 150 minutes of perceptual training per week for a period of twelve weeks.

2. Each eighth-grade student selected for this practicum shall receive weekly perceptual training that is specific to his/her perceptual deficiency for a period of twelve weeks.

3. Each eighth-grade student selected for this practicum shall receive perceptual *coordination training each week for a period of twelve weeks.

4. Each eighth-grade student selected for this practicum shall receive perceptual *balance training each week for a period of twelve weeks.

5. Each eighth-grade student selected for this practicum shall receive perceptual *laterality training each week for a period of twelve weeks.

6. Each eighth-grade student selected for this practicum shall receive perceptual *directionality training each week for a period of twelve weeks.

7. Each eighth-grade student selected for this practicum shall receive perceptual *locomotion training each week for a period of twelve weeks.

*These specific perceptual-motor patterns have been found to be related to academic achievement (Kephart, 1972); Ismail & Gruber, 1967; Cratty, 1969).

Posttest (Phase One)

At the conclusion of phase one all participating students were posttested (June 3, 4, and 5, 1980) with the Slosson Drawing Test and the Purdue Perceptual-Motor Survey. The data from these tests were used to determine whether or not the terminal objectives of phase one were met. All students met the terminal objectives for this phase of the practicum with the exception of three students. (See Table 5.) These three students showed improvement but did not completely meet the terminal objectives. These students were allowed to participate in phase two along with the other twelve students.

Pretest (Phase Two)

The pretest data for phase two were taken from the Skills Profile sheets of the Science Research Associates Reading Test (Appendix D). These sheets graphically display a student's score in grade equivalents, percentiles, and deciles. This information comes in printout form for each student who takes the SRA test. The SRA data for this phase was taken from the reading portion of the SRA test that was administered in May of 1980.

Phase Two

Phase two consisted of an eighteen-week individualized reading program that was conducted by a certified reading teacher. This program was individualized in that the weaknesses of each child were noted according to the data on their SRA

Skills Profiles and materials were developed by the reading teacher or commercial materials were used to strengthen these weaknesses.

Since the SRA reading test measures comprehension and vocabulary development, material was used that was designed to develop the following components of these two areas:

Comprehension

1. Restate material
2. Sequence and summarize
3. Draw inferences
4. Apply to new situations
5. Logical relationships

Vocabulary

1. Phrase context
2. Story context

The following reading materials were used as resource materials by the reading teacher. These materials were selected for use according to what reading skills they were designed to develop and were then correlated with the reading weaknesses of each child as noted by the teacher.

1. Clue Magazine, Educational Program Corp., Palo Alto: 1972.

2. Design for Living, Levels A, B, C, and D. Harcourt Brace and World, New York: 1970.

3. Fountain Valley Teacher Support System. Richard L. Zweig Associates, Inc., Huntington Beach, California: 1974.

4. Individualized Cassettes Learning Packages, Media Materials Inc., Chicago: 1976.

5. Teacher-made materials.

These materials are designed so that students can use them by themselves or in small groups.

Phase two was conducted for fifty minutes per day, five days per week for 90 sessions or eighteen weeks. The individual student needs and progress were recorded by the teacher on Class Profile Sheets (Appendix E) and Daily Assignment Sheets (Appendix F). This was a reading improvement class that these children were scheduled into.

Posttest (Phase Two)

At the conclusion of phase two, all participating students were posttested with the Science Research Associates Reading Test. The results of this testing will be found in the evaluation chapter of this report.

Monitoring

The majority of the lessons that were taught in phase one of this practicum were taught by the writer. Those lessons that were not taught by the writer were either observed by him or monitored through conversations with the other teachers.

The writer did not teach phase two of this practicum. This was done by a certified reading teacher in a reading improvement class. The writer did see that the participating students were scheduled into the reading classes, observed the classes on a weekly basis, designed the profile sheet that was used by the reading teacher to monitor student progress, and supervised the administration of the reading posttest.

CHAPTER VI

EVALUATION

The attainment of the terminal objectives for phase one was measured by comparing the results of the perceptual tests before the perceptual program was implemented with the perceptual test results after the perceptual program was concluded. The number of errors on the pretest of the Slosson Drawing Coordination Test was compared with the number of errors on the posttest of the same test. These errors were converted into percentages by using the conversion table found in the Slosson test manual. The pre- and posttest classifications on the Purdue Perceptual-Motor Survey were compared in order to determine the attainment of the objectives on this test.

The attainment of the process objectives for phase one was measured by the degree of teacher compliance with the perceptual lesson plans. Compliance with the lesson plans was determined by the writer through direct observation, and by the fact that the teachers said they would follow the lesson plans exactly as written.

The attainment of the terminal objectives of phase two was measured by comparing the results of the Science Research Associates Reading Test before the individualized reading phase was begun with the results of the Science

Research Associates Reading Test after the individualized reading phase was concluded.

The attainment of the process objectives of phase two were noted by observation and the teacher's lesson plans.

Pre-Post Data (Phase One)

At the conclusion of phase one, all students were tested with the same perceptual tests (SDCT, PPMS) that were used for the pretesting. The data attained from the Slosson Drawing Coordination Test consisted of a set of twelve scores for each student tested. These scores were obtained from drawings of curves and angles. The posttest showed a positive change in the scores of all children taking this test with the exception of students E, J, and M. Student J has only one eye which could have a negative effect on his perceptual abilities, especially visual perception. Students E and M scored very low on the pretests, which indicate low perceptual ability. It is possible that they needed a longer perceptual program than the twelve weeks that were provided. Table 6 illustrates the observed differences between the pre- and posttest data from the Slosson Drawing Coordination Test.

TABLE 6

DIFFERENCES BETWEEN PRETESTS AND POSTTEST FOR PHASE ONE SLOSSON DRAWING COORDINATION TEST

Student	Pretest Percent	Expected Percent	Posttest Percent	Terminal Objective Met
A	78	85	89	Yes
B	78	85	86	Yes

TABLE 6 (Continued)

Student	Pretest Percent	Expected Percent	Posttest Percent	Terminal Objective Met
C	72	78	83	Yes
D	72	78	86	Yes
E	67	75	69	No
F	61	72	78	Yes
H	72	85	92	Yes
J*	72	78	75	No
M	61	72	69	No

*Student only has left eye

The data obtained from the Purdue Perceptual-Motor Survey consisted of a set of fifteen scores for each student tested. The posttest showed a positive change in the scores of all children with the exception of students J and M. An explanation of why these students might not have improved was provided earlier in this report.

Table 7 illustrates the observed differences between the pre- and posttest data from the Purdue Perceptual-Motor Survey.

TABLE 7

DIFFERENCES BETWEEN PRETEST AND POSTTEST
FOR PHASE ONE
PURDUE PERCEPTUAL-MOTOR SURVEY

Student	Pretest No. Sub-tests Showing Deficiencies	Posttest No. Sub-tests Showing Improvement of One Classification	Terminal Objectives Met
B	14	11	Yes
D	13	11	Yes

TABLE 7 (Continued)

Student	Pretest No. Sub-tests Showing Deficiencies	Posttest No. Sub-tests Showing Improvement of One Classification	Terminal Objectives Met
G	14	12	Yes
H	14	11	Yes
I	14	11	Yes
J*	9	5	No
K	12	10	Yes
L	14	13	Yes
M	11	7	No
N	14	11	Yes
O	14	12	Yes

*Student only has left eye

Pre-Post Data (Phase two)

At the conclusion of phase two, all students were tested with the same test (S.R.A. reading test) that was used for pretesting. The data attained from the S.R.A. reading test consisted of a total reading score for each participant. This total reading score is a compilation of the comprehension and vocabulary subtests of the S.R.A. reading test.

All students with the exception of students B, E, J, and N met the terminal objectives of phase two. Student E transferred to another school after three weeks in the reading program (phase two). Students B, J, and N failed to make the reading gains necessary to meet the terminal objectives. Table 8 illustrates the observed differences between

the pre- and posttest data from the Science Research Associates Reading Test and indicates whether or not the terminal objectives of phase two were met.

TABLE 8

DIFFERENCES BETWEEN PRETEST AND POSTTEST FOR PHASE TWO S.R.A. READING TEST

Student	Pretest Grade Level Total Reading	Posttest Grade Level Total Reading	*Expected Gain in Months	*Actual Gain in Months	Objectives Met
A	7.1	7.8	4	7	Yes
B	4.5	4.5	2	0	No
C	4.3	4.6	3	3	Yes
D	4.1	4.5	3	4	Yes
E	4.7	This student did not complete program			No
F	6.1	6.7	4	6	Yes
G	4.3	4.6	2	3	Yes
H	5.3	5.6	2	3	Yes
I	5.4	5.9	3	5	Yes
J	2.8	2.8	1	0	No
K	5.8	6.4	4	6	Yes
L	6.2	6.7	4	5	Yes
M	3.1	3.3	2	2	Yes
N	5.4	5.5	3	1	No
O	3.3	3.7	3	4	Yes

*The S.R.A. reading test uses nine increments from one grade level to another. Each increment represents one month.

There are several possible reasons as to why students J, B, N, and E failed to meet the terminal objectives of phase two. In the case of student J, there was a failure to meet

the terminal objectives of phase one. If in fact there is a positive correlation between reading and perception, then it is possible that the perceptual deficiencies of student J were not corrected sufficiently to have an affect on his reading. Student J also has only one eye which could have an adverse affect on his perception.

The writer feels that students B and N could have had motivational problems. They met the objectives of phase one but the activities of phase one were viewed by most of the students as "fun" activities. The activities of phase two were more traditional in nature. On several occasions, the reading teacher stated that students B and N did not consistently do their work. It is also possible that these students were on an educational plateau and were not progressing during this period of time.

Student E transferred to another school after only three weeks in the reading phase of the program. The writer was therefore unable to evaluate student E's progress.

Practicum Observers

The following people served as practicum observers and agreed to correspond with Nova concerning the practicum's implementation and effectiveness:

Mr. Hugh Blessing, Science and Social Studies Supervisor, Henry County Public Schools, Henry County, Virginia, (703) 638-5311.

Mrs. Jewell Jones, Director of Continuous Achievement Program, Henry County Public Schools, Henry County, Virginia, (703) 638-5311.

Mrs. Betsy Mattox, Director of Instruction, Henry County Public Schools, Henry County, Virginia, (703) 638-5311.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Evaluation Conclusions

Based on the findings of this practicum, the following conclusions were made:

1. that the goal and objectives of the practicum were met
2. that the remediation of perceptual deficiencies may have a positive effect on reading
3. that secondary teachers and high school seniors can effectively conduct a perceptual program with a minimum of in-service training
4. that the perceptual and reading programs should continue with selected students
5. that the rationale of the program is compatible with the long-range goals and objectives of the Henry County School System

Recommendations

Although the results of the practicum were positive, the following recommendations are made:

1. Use the perceptual phase of the practicum with selected students for a longer period of time.
2. Use the reading phase of the practicum with selected students for a longer period of time.
3. Provide math-oriented activities and assess the program's effect on mathematics.
4. Use this program on younger children.
5. Build motivational activities into the reading phase of this program.
6. Continually evaluate the perceptual and reading phases of this program.

7. Isolate perceptual skills and study the effect on cognitive measures.

CHAPTER VIII

INSTITUTIONALIZING THE PRODUCT

In the Original Setting

Beginning with the 1981-1982 school year, all incoming eighth-grade students to Laurel Park High School will be given a battery of perceptual tests. Those students showing perceptual deficiencies will be placed in a perceptual program for twelve weeks. This program will be based upon the lesson plans that are part of this report and will become a unit within the school's physical education program.

Those eighth-grade students showing reading deficiencies as well as perceptual deficiencies will be placed in a reading class after the perceptual program has concluded and given individualized reading instruction. Two copies of this report will be placed in the media center at the Henry County School Board Office for use by any teacher or administrator wishing to check them out. A copy of the program guide will be sent to all of the schools.

In Other Settings

This program can easily be adapted to other schools and to other school systems. A guide was developed by the writer (Appendix G) that, if followed, will enable teachers and administrators in other schools to duplicate this program or to adapt it to their own situations.

GLOSSARY

GLOSSARY

Balance

Balance is the ability to maintain a position with minimal surface contact.

Convergence Exercise

Any exercise that forces the student to triangulate his two eyes upon a subject.

Cross Movement

Any movement that causes the student to move his arms or legs in opposite directions.

Crossing Median

Any exercise that causes the student to move his arms or legs across the midline of the body.

Directionality

Directionality is the projection of laterality into space, awareness of direction in space, independent of one's own body

Fixation

Fixation is substituting one source of visual information for another

Laterality

Laterality is an internal awareness of the two sides of the body and the ability to identify them

Perception

Perception is the process of integrating, organizing, and interpreting sensory information received from the sensory organs

Perceptual-Motor

Perceptual-motor is the interaction of perceptual and motor activities

Pursuit Control

Pursuit control is the ability of the eyes to sweep smoothly and continuously from one object to another (Kephart, 1972).

Rhythmic Writing

Rhythmic writing is the copying of various motifs.

APPENDIXES

APPENDIX A

Permission Letter

Laurel Park High School

ROUTE 8— BOX 165
MARTINSVILLE, VIRGINIA 24112

December 10, 1979

Dear Mr. and Mrs._____:

There is evidence that children who have perceptual deficiencies (poor balance, coordination problems, visual perception difficulties, etc.) also have problems with academic subjects, especially reading. _____ is below the level where he/she should be in reading at this time. In addition, I have test results that indicate that he/she has some perceptual problems that may or may not be interfering with his/her reading.

Here at Laurel Park we will be conducting a two-part program for children such as yours with the hopes of strengthening the areas of perception and reading. The perceptual phase of the program will begin in March and run for twelve weeks. The reading phase of this program will begin in August of the next school year and run for eighteen weeks.

I would like to include _____ in this two-phase program. If you would like more information concerning the program, please feel free to come to the school or call me at 632-7216.

Sincerely yours,

Russell M. Wolf
Principal

Please tear along this line and return the bottom portion of this letter to me by December 14, 1979.

____ I give my permission for my child to take part in this program.

____ I do not give my permission for my child to take part in this program.

_____

Parent's Signature

APPENDIX B

Lesson Plans

LESSON PLAN INTERPRETATION

Letters in the lesson plans such as VM refer to exercises in Frostig's Advanced Pictures and Patterns Workbook. The letters refer to the type of exercise. For example, VM means visual-motor and the number with it (VM-5) refers to the number of the exercise in the workbook.

See the glossary for the definition of terms used in the lesson plans. Terms such as draw a square, draw a circle, and walking board are self-explanatory.

PERCEPTUAL LESSON PLANS

Session No. 1

General Perceptual Activities (All students)

Activities: Balance forward, balance backward, directional beanbag toss, run backward, move fast--move slow, list on paper stationary objects within the room.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Draw square--draw circle, draw triangle--PC-21--VM-5.

B. PC-21--VM-32--cross-lateral movements.

C. Draw square--draw circle, draw triangle--PC-21--VM-32.

D. Draw square--draw circle, draw triangle--PC-21--VM-32.

E. Draw square--draw circle, draw triangle--PC-21--VM-32.

F. Draw square--draw circle, draw triangle--PC-21--VM-32.

G. Fixation exercise No. 1--pursuit control--crossing median.

H. Fixation exercise No. 1--pursuit control--crossing median.

I. Fixation exercise No. 1--pursuit control--crossing median.

J. Fixation exercise No. 1--pursuit control--crossing median.

K. Fixation exercise No. 1--pursuit control--crossing median.

L. Fixation exercise No. 1--pursuit control--crossing median.

M. Fixation exercise No. 1--pursuit control--crossing median.

N. Fixation exercise No. 1--pursuit control--crossing median.

O. Fixation exercise No. 1--pursuit control--crossing median.

PERCEPTUAL LESSON PLANS

Session No. 2

General Perceptual Activities (All students)

Activities: Balance sideward, hop on left foot, hop on right foot, hop backward, jumping jacks, safety pin card.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Draw square--PC-26--PC-27--PC-30.

B. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

C. Draw square--PC-26--PC-27--PC-30.

D. Draw square--fixation exercise No. 1, pursuit control--VM-56.

E. Draw square--PC-26--PC-27--PC-30.

F. Draw square--PC-26--PC-27--PC-30.

G. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

H. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

I. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

J. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

K. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

L. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

M. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

N. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

O. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

PERCEPTUAL LESSON PLANS

Session No. 3

General Perceptual Activities (All students)

Activities: Toe touch (one foot), one-foot balance (squat position), hop on right foot then left as directed by teacher, move to an object in the room and position left and right side to object as directed by teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Tangram exercise--double circle--right to left rhythmic writing--draw rectangle .

B. PC-26--PC-27--PC-30--convergence exercise.

C. Tangram exercise--double circle, right to left rhythmic writing--draw rectangle.

D. PC-26--PC-27--PC-30--convergence exercise.

E. PC-26--PC-27--PC-30--convergence exercise.

F. PC-26--PC-27--PC-30--convergence exercise.

G. Tangram exercise, convergence exercise walking board.

H. PC-26--PC-27--PC-30--convergence exercise.

I. Convergence exercises--walk backward--run backward--hop along line (alternate feet).

J. PC-26--PC-27--PC-30--convergence exercise.

K. Convergence exercise--walking board--rhythmic writing--pin card.

L. Convergence exercise--walking board--rhythmic writing--pin card.

M. PC-26--PC-27--PC-30--VM-32.

N. Convergence exercise--walking board--rhythmic writing--pin card.

O. Convergence exercise--walking board--rhythmic writing--pin card.

PERCEPTUAL LESSON PLANS

Session No. 4

General Perceptual Activities (All students)

Activities: Walk pattern given verbally by teacher, track an imaginary line from left to right, move toward any point suggested by teacher, move to left or right as slowly and then as fast as can, change direction and movement patterns each time a signal is given by the teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

B. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

C. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

D. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

E. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

F. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

Session No. 4 (Continued)

G. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

H. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

I. Maintain balance on inner tube, perform balance on floor in a three-point position, move body into a four-, three-, two-, and one-point balance in four moves.

J. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

K. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

L. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

M. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

N. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

O. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

PERCEPTUAL LESSON PLANS

Session No. 5

General Perceptual Activities (All students)

Activities: Balance an object on either foot and execute a locomotor skill, slide quickly to right then quickly to left, move in the opposite direction printed on a card, name stationary objects within the room, reproduce a square and a diamond on the chalkboard, directional beanbag toss.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-32--VM-42--VM-48--lateral lines.

B. VM-32--VM-42--lateral lines, vertical lines.

C. VM-32--VM-42--VM-48--lateral lines.

D. VM-32--VM-42--lateral lines, vertical lines.

E. VM-32--VM-42--VM-48--lateral lines.

F. VM-32--VM-42--VM-48--lateral lines.

G. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

H. VM-32--VM-42--VM-48--lateral lines.

I. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

J. VM-32--VM-42--VM-48--lateral lines.

K. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

L. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

Session No. 5 (Continued)

M. VM-32--VM-42--VM-48--lateral lines.

N. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

O. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

PERCEPTUAL LESSON PLANS

Session No. 6

General Perceptual Activities (All students)

Activities: Hold a three-point balance position for a ten-second period of time, on command the student will place his hand in front, behind, to the side, right, and left, point to the right and left after being asked to face some known object in the room, draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

B. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

C. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

D. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

E. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

F. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

G. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

H. Lock in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

Session No. 6 (Continued)

I. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

J. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

K. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

L. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

M. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

N. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

O. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

PERCEPTUAL LESSON PLANS

Session No. 7

General Perceptual Activities (All students)

Activities: Balance forward, balance backward, directional beanbag toss, run backward, move fast--move slow, list on paper stationary objects within the room.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Draw square--draw circle, draw triangle--PC-21--VM-5.

B. PC-21--VM-32--cross-lateral movements.

C. Draw square--draw circle, draw triangle--PC-21--VM-32.

D. Draw square--draw circle, draw triangle--PC-21--VM-32.

E. Draw square--draw circle, draw triangle--PC-21--VM-32.

F. Draw square--draw circle, draw triangle--PC-21--VM-32.

G. Fixation exercise No. 1--pursuit control--crossing median.

H. Fixation exercise No. 1--pursuit control--crossing median.

I. Fixation exercise No. 1--pursuit control--crossing median.

J. Fixation exercise No. 1--pursuit control--crossing median.

K. Fixation exercise No. 1--pursuit control--crossing median.

L. Fixation exercise No. 1--pursuit control--crossing median.

M. Fixation exercise No. 1--pursuit control--crossing median.

N. Fixation exercise No. 1--pursuit control--crossing median.

O. Fixation exercise No. 1--pursuit control--crossing median.

PERCEPTUAL LESSON PLANS

Session No. 8

General Perceptual Activities (All students)

Activities: Balance sideward, hop on left foot, hop on right foot, hop backward, jumping jacks, safety pin card.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Draw square--PC-26--PC-27--PC-30.

B. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

C. Draw square--PC-26--PC-27--PC-30.

D. Draw square--fixation exercise No. 1, pursuit control--VM-56.

E. Draw square--PC-26--PC-27--PC-30.

F. Draw square--PC-26--PC-27--PC-30.

G. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

H. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

I. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

J. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

K. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

L. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

M. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

N. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

O. Fixation exercise No. 1--pursuit control, VM-56--VM-59.

PERCEPTUAL LESSON PLANS

Session No. 9

General Perceptual Activities (All students)

Activities: Toe touch (one foot), one-foot balance (squat position), hop on right foot then left as directed by teacher, move to an object in the room and position left and right side to object as directed by teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Tangram exercise--double circle--right to left rhythmic writing--draw rectangle.

B. PC-26--PC-27--PC-30--convergence exercise.

C. Tangram exercise--double circle, right to left rhythmic writing--draw rectangle.

D. PC-26--PC-27--PC-30--convergence exercise.

E. PC-26--PC-27--PC-30--convergence exercise.

F. PC-26--PC-27--PC-30--convergence exercise.

G. Tangram exercise, convergence exercise walking board.

H. PC-26--PC-27--PC-30--convergence exercise.

I. Convergence exercises--walk backward--run backward--hop along line (alternate feet).

J. PC-26--PC-27--PC-30--convergence exercise.

K. Convergence exercise--walking board--rhythmic writing--pin card.

L. Convergence exercise--walking board--rhythmic writing--pin card.

M. PC-26--PC-27--PC-30--VM-32.

N. Convergence exercise--walking board--rhythmic writing--pin card.

O. Convergence exercise--walking board--rhythmic writing--pin card.

PERCEPTUAL LESSON PLANS

Session No. 10

General Perceptual Activities (All students)

Activities: Walk pattern given verbally by teacher, track an imaginary line from left to right, move toward any point suggested by teacher, move to left or right as slowly and then as fast as can, change direction and movement patterns each time a signal is given by the teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

B. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

C. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

D. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

E. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

F. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

Session No. 10 (Continued)

G. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

H. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

I. Maintain balance on inner tube, perform balance on floor in a three-point position, move body into a four-, three-, two-, and one-point balance in four moves.

J. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

K. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

L. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

M. Pin card, thread button, walk geometric patterns, watch teacher's finger as it randomly moves right, left, up, and down, watch flashlight beam of light as it moves about the room.

N. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

O. Thread button, maintain balance on inner tube, jump off lower step and catch thrown beanbag before landing, hop on one foot around geometric shape and then jump in and out of the shape.

PERCEPTUAL LESSON PLANS

Session No. 11

General Perceptual Activities (All students)

Activities: Balance an object on either foot and execute a locomotor skill, slide quickly to right then quickly to left, move in the opposite direction printed on a card, name stationary objects within the room, reproduce a square and a diamond on the chalkboard, directional beanbag toss.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-32--VM-42--VM-48--lateral lines.

B. VM-32--VM-42--lateral lines, vertical lines.

C. VM-32--VM-42--VM-48--lateral lines.

D. VM-32--VM-42--lateral lines, vertical lines.

E. VM-32--VM-42--VM-48--lateral lines.

F. VM-32--VM-42--VM-48--lateral lines.

G. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

H. VM-32--VM-42--VM-48--lateral lines.

I. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

J. VM-32--VM-42--VM-48--lateral lines.

K. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

L. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

Session No. 11 (Continued)

M. VM-32--VM-42--VM-48--lateral lines.

N. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

O. Walking board, stand on one foot on an inner tube and hold one arm out, move in as many directions as possible and call out directions as he moves.

PERCEPTUAL LESSON PLANS

Session No. 12

General Perceptual Activities (All students)

Activities: Hold a three-point balance position for a ten-second period of time, on command the student will place his hand in front, behind, to the side, right, and left, point to the right and left after being asked to face some known object in the room, draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

B. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

C. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

D. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

E. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

F. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

G. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

H. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

Session No. 12 (Continued)

I. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

J. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

K. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

L. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

M. Look in the direction of arrows on flash cards--watch a swinging ball--watch a balloon as it floats to the ground--reproduce a square and a circle--tangram exercise.

N. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

O. Fixation exercise No. 1--convergence exercise, walking board, backward walking, sidewise walking.

PERCEPTUAL LESSON PLANS

Session No. 13

General Perceptual Activities (All students)

Activities: Walk on a bilateral alignment (shoulders and hips face forward) and change directions at the command of the teacher, jump up and down on an "X" mark, while jumping into the air teacher will give commands as to what knee and shoulder to touch, jump and turn 180^{0} (half turn), jump and turn 360^{0} (full turn), run in a straight line and change directions on command.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

B. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

C. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

D. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board--trace zigzag pattern with one finger--match items in a bag with items on a table.

Session No. 13 (Continued)

E. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

F. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

G. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

H. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

I. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

J. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil)--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

K. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

L. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity

Session No. 13 (Continued)

on the right foot--use walking board--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

M. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

N. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

O. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

PERCEPTUAL LESSON PLANS

Session No. 14

General Perceptual Activities (All students)

Activities: Alternately bounce on one foot then the other, move the right leg and the right arm at the same time, move the left leg and the left arm at the same time, move the left leg and the right arm at the same time, move the right leg and the left arm at the same time, walking board.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

B. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

C. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

D. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

E. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

Session No. 14 (Continued)

F. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

G. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

H. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

I. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

J. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

K. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

L. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

M. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

N. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

O. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

PERCEPTUAL LESSON PLANS

Session No. 15

General Perceptual Activities (All students)

Activities: One foot balance (squat position), walking board, jumping jacks, directional bean bag, walk pattern given verbally by teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-56--VM-59--VM-73--pursuit control.

B. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

C. VM-56--VM-59--VM-73--pursuit control.

D. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

E. VM-56--VM-59--VM-73--pursuit control.

F. VM-56--VM-59--VM-73--pursuit control.

G. Inner tube balance--change direction upon command--lateral lines--vertical lines.

H. Inner tube balance--change direction upon command--lateral lines--vertical lines.

I. Inner tube balance--change direction upon command--lateral lines--vertical lines.

J. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

K. Inner tube balance--change direction upon command--lateral lines--vertical lines.

L. Inner tube balance--change direction upon command--lateral lines--vertical lines.

Session No. 15 (Continued)

M. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

N. Inner tube balance--change direction upon command--lateral lines--vertical lines.

O. Inner tube balance--change direction upon command--lateral lines--vertical lines.

PERCEPTUAL LESSON PLANS

Session No. 16

General Perceptual Activities (All students)

Activities: Directional bean bag, draw on paper from point "A" to point "B", walking board, toe touch (one foot), one-foot balance, change direction on command.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

B. VM-73--VM-60--VM-61--PC-33.

C. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

D. Tangram exercise--directional bean bag--directional running--walking board.

E. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

F. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

G. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

H. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

I. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

J. VM-73--VM-60--VM-61--PC-33.

K. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

Session No. 16 (Continued)

L. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

M. VM-73--VM-60--VM-61--PC-33.

N. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

O. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

PERCEPTUAL LESSON PLANS

Session No. 17

General Perceptual Activities (All students)

Activities: Jump and turn 180° (half turn), jump and turn 360° (full turn), alternately bounce on one foot then the other, change directions each time a signal is given.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-60--VM-61--PC-33--PC-37.

B. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

C. VM-60--VM-61--PC-33--PC-37.

D. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

E. VM-60--VM-61--PC-33--PC-37.

F. VM-60--VM-61--PC-33--PC-37.

G. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

H. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

J. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

J. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

K. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

Session No. 17 (Continued)

L. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

M. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

N. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

O. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

PERCEPTUAL LESSON PLANS

Session No. 18

General Perceptual Activities (All students)

Activities: Jump up and down on an "X" mark, walking board, trace a zigzag pattern with one finger, "Simon Says," directional walking.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

B. Rhythmic writing--track an imaginary line from left to right. move toward any object suggested by teacher--cross lateral movements.

C. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

D. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

E. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

F. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

G. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

H. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

I. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

Session No. 18 (Continued)

J. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

K. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

L. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

M. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

N. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

O. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

PERCEPTUAL LESSON PLANS

Session No. 19

General Perceptual Activities (All students)

Activities: Walk on a bilateral alignment (shoulders and hips face forward) and change directions at the command of the teacher, jump up and down on an "X" mark, while jumping into the air teacher will give commands as to what knee and shoulder to touch, jump and turn 180° (half turn), jump and turn 360° (full turn), run in a straight line and change directions on command.

Specific Activities by Student (all activities are done twice with the exception of the workbook items).

Student

A. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

B. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

C. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

D. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board--trace zigzag pattern with one finger--match items in a bag with items on a table.

Session No. 19 (Continued)

E. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack)--match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

F. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack), match items in a bag with items on a table (chalk, rubber band, eraser, and pencil).

G. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

H. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

I. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

J. Trace a zigzag pattern with one finger--draw a single arc from point to point on paper--trace a circle, a square, and a triangle--move down the crack between two tables with a finger without touching either table (vary the width of the crack), match items in a bag with items on a table (chalk, rubber band, eraser, and pencil)--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

K. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

L. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity

Session No. 19 (Continued)

on the right foot--use walking board--hold a fixation point for fifteen seconds (make sure both eyes are aligned).

M. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

N. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

O. Pick up a pencil from the floor while standing on the left foot--pick up a pencil from the floor while standing on the right foot--throw a bean bag at an "X" on the floor while standing on the left foot--repeat activity on the right foot--use walking board.

PERCEPTUAL LESSON PLANS

Session No. 20

General Perceptual Activities (All students)

Activities: Alternately bounce on one foot then the other, move the right leg and the right arm at the same time, move the left leg and the left arm at the same time, move the left leg and the right arm at the same time, move the right leg and the left arm at the same time, walking board.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

B. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

C. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

D. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

E. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

Session No. 20 (Continued)

F. Pursuit training--bisect a ten-inch line into five equal segments (no ruler)--draw a cross (with four equal lines)--draw a diamond--transfer a drawing of a square, a circle, and a diamond from the chalkboard to paper--form a square, a diamond, a rectangle, and a triangle from match sticks.

G. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

H. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

I. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

J. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X" on the floor--play "Simon Says"--thread button.

K. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

L. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

M. Form a square, a diamond, a rectangle, and a triangle from match sticks--use balance board and pitch a bean bag to an "X: on the floor--play "Simon Says"--thread button.

N. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

O. Balance an inner tube--lateral lines--slide quickly to the right then quickly to the left--Tangram exercise--walking board.

PERCEPTUAL LESSON PLANS

Session No. 21

General Perceptual Activities (All students)

Activities: One foot balance (squat position), walking board, jumping jacks, directional bean bag, walk pattern given verbally by teacher.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-56--VM-59--VM-73--pursuit control.

B. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

C. VM-56--VM-59--VM-73--pursuit control.

D. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

E. VM-56--VM-59--VM-73--pursuit control.

F. VM-56--VM-59--VM-73--pursuit control.

G. Inner tube balance--change direction upon command--lateral lines--vertical lines.

H. Inner tube balance--change direction upon command--lateral lines--vertical lines.

I. Inner tube balance--change direction upon command--lateral lines--vertical lines.

J. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

K. Inner tube balance--change direction upon command--lateral lines--vertical lines.

L. Inner tube balance--change direction upon command--lateral lines--vertical lines.

Session No. 21 (Continued)

M. VM-56--VM-59--safety pin card--maintain balance on inner tube--jump off lower step and catch thrown bean bag before landing.

N. Inner tube balance--change direction upon command--lateral lines--vertical lines.

O. Inner tube balance--change direction upon command--lateral lines--vertical lines.

PERCEPTUAL LESSON PLANS

Session No. 22

General Perceptual Activities (All students)

Activities: Directional bean bag, draw on paper from point "A" to point "B", walking board, toe touch (one foot), one-foot balance, change direction on command.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

B. VM-73--VM-60--VM-61--PC-33.

C. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

D. Tangram exercise--directional bean bag--directional running--walking board.

E. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

F. Tangram exercise--convergence exercise--walk geometric patterns--watch a swinging ball.

G. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

H. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

I. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

J. VM-73--VM-60--VM-61--PC-33.

K. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

Session No. 22 (Continued)

L. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

M. VM-73--VM-60--VM-61--PC-33.

N. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

O. Walking board--directional bean bag--hop on one foot around geometric shapes and then jump in and out of the shapes.

PERCEPTUAL LESSON PLANS

Session No. 23

General Perceptual Activities (All students)

Activities: Jump and turn 180° (half turn), jump and turn 360° (full turn), alternately bounce on one foot then the other, change directions each time a signal is given.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. VM-60--VM-61--PC-33--PC-37.

B. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

C. VM-60--VM-61--PC-33--PC-37.

D. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

E. VM-60--VM-61--PC-33--PC-37.

F. VM-60--VM-61--PC-33--PC-37.

G. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

H. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

I. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

J. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

K. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

Session No. 23 (Continued)

L. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

M. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

N. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command)--hop backward--double circle.

O. Slide quickly to right then quickly to left--"Simon Says"--run backward--move fast then slow (on command--hop backward--double circle.

PERCEPTUAL LESSON PLANS

Session No. 24

General Perceptual Activities (All students)

Activities: Jump up and down on an "X" mark, walking board, trace a zigzag pattern with one finger, "Simon Says," directional walking.

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

B. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

C. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

D. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

E. Convergence exercise--rhythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

F. Convergence exercise--thythmic writing--draw square, rectangle, triangle--pursuit control exercises--walk geometric shapes.

G. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

H. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

I. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

Session No. 24 (Continued)

J. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

K. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

L. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

M. Rhythmic writing--track an imaginary line from left to right, move toward any object suggested by teacher--cross lateral movements.

N. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

O. Left foot balance--right foot balance--three-point balance--four-point balance--directional bean bag--directional running.

PERCEPTUAL LESSON PLANS

Session No. 25

General Perceptual Activities (All students)

Activities: Run backward, move fast--move slow, two point balance, alternately bounce on one foot then the other, change direction on command, "Simon Says."

Specific Activities by Student (All activities are done twice with the exception of the workbook items).

Student

A. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

B. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

C. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

D. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

E. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

F. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

G. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

H. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

I. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

J. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

Session No. 25 (Continued)

K. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

L. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

M. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

N. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

O. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

PERCEPTUAL LESSON PLANS

Session No. 26

General Perceptual Activities (All students)

Activities: Toss bean bag into 10" circle from 15 feet, skip along a square shape on the block top, look at a flash card and move that number of times, hop until an estimated distance of ten feet is covered.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

B. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

C. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

D Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

E. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

F. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--

Session No. 26 (Continued)

reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

G. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

H. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

I. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

J. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

K. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

L. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

M. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

N. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

O. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

PERCEPTUAL LESSON PLANS

Session No. 27

General Perceptual Activities (All students)

Activities: Walking board, stand on one foot on inner tube, move in as many directions as possible, jumping jacks.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

B. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

C. Rhythmic writing--watch a balloon as it floats to the ground--draw diamond--watch flashlight beam of light as it moves about the room--trace a zigzag pattern with one finger.

D. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

E. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

F. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

G. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

H. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

I. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

J. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

Session No. 27 (Continued)

K. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

L. Cross-lateral movements--pursuit control- jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

M. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

N. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

O. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

PERCEPTUAL LESSON PLANS

Session No. 28

General Perceptual Activities (All students)

Activities: Jump up and down on an "X" mark, walk on a bilateral alignment (shoulders and hips face forward) and change directions at the command of the teacher, move the right leg and the right arm at the same time, move the left leg and the right arm at the same time, move the right leg and the left arm at the same time.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. PC-67--FG-55--PC-69--VM-77--PC-70.

B. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

C. Move down the crack between two tables with a finger without touching either table(vary the width of the crack)--VM-77--PC-70--pursuit training.

D. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

E. PC-67--FG-55--PC-69--VM-77--PC-70.

F. PC-67--FG-55--PC-69--VM-77--PC-70.

G. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

H. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

I. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

J. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

Session No. 28 (Continued)

K. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

L. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

M. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

N. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

O. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

PERCEPTUAL LESSON PLANS

Session No 29

General Perceptual Activities (All students)

Activities: Safety pin card, reproduce a square and a diamond on the chalkboard, run twenty-five yards using three different speeds, inner tube balance using one foot.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

B. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

C. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

D. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

E. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

F. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

G. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

H. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

I. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

Session No. 29 (Continued)

J. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

K. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

L. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

M. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

N. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

O. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

PERCEPTUAL LESSON PLANS

Session No. 30

General Perceptual Activities (All students)

Activities: Balance backward, hop backward, move in the opposite direction printed on a card, "Simon Says," toe touch.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

B. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

C. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

D. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

E. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

F. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

G. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

H. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

I. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

J. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

K. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

L. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

M. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

Session No. 30 (Continued)

N. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

O. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

PERCEPTUAL LESSON PLANS

Session No. 31

General Perceptual Activities (All students)

Activities: Run backward, move fast--move slow, two point balance, alternately bounce on one foot then the other, change direction on command, "Simon Says."

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

B. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

C. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

D. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

E. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

F. PC-58--VM-66--VM-67--Tangram exercise--pin card--tracking exercise.

G. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

H. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

I. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

J. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

Session No. 31 (Continued)

K. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

L. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

M. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

N. Maintain balance on inner tube--directional bean bag--watch flashlight beam of light as it moves on a wall--lateral lines.

O. Walking board--walk and change directions on command--point to body parts on command--one point balance--from a four point balance to a one point balance.

PERCEPTUAL LESSON PLANS

Session No. 32

General Perceptual Activities (All students)

Activities: Toss bean bag into 10" circle from 15 feet, skip along a square shape on the block top, look at a flash card and move that number of times, hop until an estimated distance of ten feet is covered.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

B. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

C. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

D. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

E. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

F. Watch the teacher's hand as it randomly moves right, left, up, and down--watch the bean bag as it is thrown between students--reproduce a square and a circle on paper--

Session No. 32 (Continued)

reproduce on the chalkboard a shape that is flashed by the teacher--VM-77.

G. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

H. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

I. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

J. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

K. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

L. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

M. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

N. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

O. Hop forward ten times then backward ten times--walk a pattern that is being given verbally by the teacher--fixation exercise--track an imaginary line from left to right (right to left) without excessive rotation of the body--FG-63.

PERCEPTUAL LESSON PLANS

Session No. 33

General Perceptual Activities (All students)

Activities: Walking board, stand on one foot on inner tube, move in as many directions as possible, jumping jacks.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

B. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

C. Rhythmic writing--watch a balloon as it floats to the ground--draw diamond--watch flashlight beam of light as it moves about the room--trace a zigzag pattern with one finger.

D. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

E. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

F. Convergence exercise--rhythmic writing--fixation exercise No. 1--pin card--walk geometric patterns--thread button.

G. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

H. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

I. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

J. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

Session No. 33 (Continued)

K. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

L. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

M. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

N. Cross-lateral movements--pursuit control--jump off lower step and catch thrown bean bag before landing--vertical lines--look in direction of arrows on flash card.

O. Slide quickly to the right then quickly to the left--change direction on command--directional bean bag toss--hop on one foot around geometric patterns--double circle.

PERCEPTUAL LESSON PLANS

Session No. 34

General Perceptual Activities (All students)

Activities: Jump up and down on an "X" mark, walk on a bilateral alignment (shoulders and hips face forward) and change directions at the command of the teacher, move the right leg and the right arm at the same time, move the left leg and the right arm at the same time, move the right leg and the left arm at the same time.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. PC-67--FG-55--PC-69--VM-77--PC-70.

B. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

C. Move down the crack between two tables with a finger without touching either table (vary the width of the crack)--VM-77--PC-70--pursuit training.

D. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

E. PC-67--FG-55--PC-69--VM-77--PC-70.

F. PC-67--FG-55--PC-69--VM-77--PC-70.

G. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

H. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

I. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

J. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

Session No. 34 (Continued)

K. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

L. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

M. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

N. Vertical lines--pursuit training--walking board--directional bean bag--tangram exercise.

O. FG-55--FG-63--vertical lines--tangram exercise--pick up a pencil from the floor while on the left foot--repeat while standing on the right foot.

PERCEPTUAL LESSON PLANS

Session No. 35

General Perceptual Activities (All students)

Activities: Safety pin card, reproduce a square and a diamond on the chalkboard, run twenty-five yards using three different speeds, inner tube balance using one foot.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

B. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

C. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

D. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

E. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

F. Thread button--draw from point "A" to point "B" on the chalkboard from left to right and right to left without rotating the body--jump and turn 180°, jump and turn 360°--fixation exercise.

G. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

H. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

I. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

Session No. 35 (Continued)

J. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

K. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

L. Double circle--thread button--walking board--"Simon Says"--pursuit exercise.

M. "Simon Says"--pursuit training--rhythmic writing--trace a zigzag pattern with finger--bisect a ten-inch line into five equal segments (no ruler)--double circle.

N. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

O. Walking board--left foot balance, right foot balance--walk pattern directed by teacher--walk geometric shapes.

PERCEPTUAL LESSON PLANS

Session No. 36

General Perceptual Activities (All students)

Activities: Balance backward, hop backward, move in the opposite direction printed on a card, "Simon Says," toe touch.

Specific Activities by Student (All activities are done twice with the exception of the workbook items.)

Student

A. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

B. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

C. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

D. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

E. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

F. PC-70--PC-71--VM-80--VM-82--SR-79--SR-81.

G. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

H. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

I. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

J. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

K. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

L. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

M. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

Session No. 36 (Continued)

N. PC-70--PC-71--one foot balance--walk pattern given verbally by teacher--thread button--pin card.

O. Inner tube balance--"Simon Says"--directional bean bag--move in as many directions as possible in one minute--tangram exercise.

APPENDIX C
Perceptual Needs

PERCEPTUAL NEEDS

Student	Perceptual Deficiencies
A	Hand-eye coordination, visualization
B	Hand-eye coordination, balance, laterality, directionality, ocular pursuits
C	Hand-eye coordination, visualization
D	Hand-eye coordination, visualization, balance, laterality, directionality, ocular pursuits
E	Hand-eye coordination, visualization
F	Hand-eye coordination, visualization
G	Balance, laterality, directionality
H	Balance, laterality, directionality
I	Balance, laterality, directionality
J	Hand-eye coordination, visualization, ocular pursuits, laterality, directionality
K	Balance, laterality, directionality, ocular pursuits
L	Balance, laterality, directionality, ocular pursuits
M	Hand-eye coordination, visualization, balance, laterality, directionality
N	Balance, laterality, directionality, ocular pursuits
O	Balance, laterality, directionality

APPENDIX D

Skills Profile Sheet

SRA ASSESSMENT SURVEY
ACHIEVEMENT SERIES
MULTILEVEL EDITION

NAME [redacted] GRADE 8 SEM 1 DATE TESTED 11-09-78 TESTS ACH/STEA-4 LEVEL RD FORM E 1 2

SKILLS PROFILE: INDIVIDUAL

LAUREL PARK SCHOOL | STRADER TEACHER | NAT L STANINE SPECIAL PERCENTILE | 90044-019 3175 S.R.A. REF. NO

SUBJECT AREA	GE	GROWTH SCALE	SPEC	NAT PCTLE	NATIONAL PERCENTILE BANDS (1 2 5 10 20 30 40 50 60 70 80 90 95 98 99)
COMPOSITE (3R Core)	5-5	312	3	15	
READING	5-1	294	3	12	
LANGUAGE ARTS	6-5	322	4	28	
MATHEMATICS	5-3	300	3	13	
SOCIAL STUDIES	4-1	262	2	07	
SCIENCE	3-7	242	2	04	
USE OF SOURCES	4-1	264	2	06	
STEA (Optional)	QUO 83		2	10	

STANINE BANDS 1 2 3 4 5 6 7 8 9

NATIONAL PERCENTILE BANDS

Directly to the left is a graphic picture of how well the student did on all of the tests he or she has taken. Each row of marks (XXXXX) is called a NATIONAL PERCENTILE BAND. The band shows the range of national percentiles a student would be likely to get if he or she took a particular test many times instead of just once. The actual national percentile, printed under NAT PCTLE, is positioned at about the center of the band. This percentile ranks the student's score on the basis of scores obtained from a national sample of students in the same grade. A national percentile of 40 means that the score on a particular test was higher than scores obtained by 40 percent of the students in the same grade nationally. You can compare bands to see if a student did better in one subject than in others. Look at any two bands. If the ends overlap XXXXX / XXXXX you cannot be sure that there is a true difference in the two subjects. But if they do not overlap XXXXX / XXXXX then it is likely that the student did better in one subject than in the other. The teacher will use this information to evaluate general academic progress.

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
READING COMPREHENSION	X	
Restate Material	XXXX	9/15
Sequence & Summarize	XX	2/ 6
Draw Inferences	X	2/12
Apply to New Situations	X	0/ 6
Logical Relationships	X	0/ 9
READING VOCABULARY	XXX	
Phrase Context	XXX	11/30
Story Context	XX	5/12

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
LANGUAGE ARTS USAGE	XX	
Capitalization	X	3/ 8
Internal Punctuation	XXX	5/14
External & Special Punct	XX	5/13
Nouns, Verbs, & Pronouns	XX	7/14
Modifiers & Connectors	XX	6/11
Linguistic Anal & Diction	X	0/10
LANGUAGE ARTS SPELLING	XXXXXXX	

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
MATHEMATICS CONCEPTS	XX	
Numeration	X	2/10
Operations	XXXXXX	3/ 4
Problem Solving	XXX	5/12
Geometry	X	1/ 9
Measurement	XXX	3/ 5
MATHEMATICS COMPUTATION	XX	
Whole Numbers (+ −)		1/ 4
(× ÷)	X	2/ 7
Fractions (+ −)	XXXX	5/13
(× ÷)	XX	1/ 6
Decimals & Percents	X	0/10

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
SOCIAL STUDIES	X	
Sociology: Anthropology	X	2/ 6
Geography	XX	3/ 8
History	X	2/ 7
Political Science	X	1/ 6
Pictures & Graphs	XX	4/ 9
Maps	XXX	2/ 4
Reading	X	2/16

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
SCIENCE	X	
Living Things	X	2/ 9
Matter & Energy	X	2/12
Earth & Space	X	1/ 8
Experimentation	XXX	2/ 5
Charts & Tables	X	2/ 6
Reading	XX	6/16

SPECIFIC SKILL AREAS	DECILE PROFILE (1 2 3 4 5 6 7 8 9 10)	RATIO RT/TOT
USE OF SOURCES	X	
Dictionary	X	2/ 8
Table of Contents	X	3/ 8
Index	X	1/ 8
References	XX	3/ 8
Catalog Cards	X	2/ 8
Maps, Charts, & Graphs	X	5/13

DECILE PROFILE AND PERFORMANCE RATIOS

Certain questions from the Achievement Series have been grouped together to show specific skill areas within each subject area. The names of these skill areas are listed for each subject, along with two different pictures of how well the student did. The first type of picture is called a DECILE PROFILE. A long row of marks, perhaps 7 to 10 of them, suggests that the student's performance is high when compared with those of other students in the same grade nationally. A row of 8 marks means that the student's performance is approaching the 80th percentile. A short row of marks, especially one that does not extend beyond the shaded area, suggests that his performance was lower than those of most other students. A row of 3 marks means that his performance is approaching the 30th percentile.

The scores listed under RATIO, which present the second picture, are called performance ratios. They indicate how many questions the student got right (RT) out of the total (TOT) number of questions in the skill area (RT/TOT). A ratio of 7/13 means that the student got 7 out of 13 questions right.

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APPENDIX E

Class Profile Sheet

CLASS PROFILE

Student	Comprehension						Vocabulary		
	Restate Material	Sequence and Summarize	Draw Inferences	Apply to New Situations	Logical Relationships		Phrase Context	Story Context	

APPENDIX F

Daily Assignment Sheet

Daily Assignment Sheet

Name

Date	Prescription	Materials Used	Evaluation

APPENDIX G
Program Guide

A GUIDE
TO
A TWO-PHASE PROGRAM FOR
IMPROVING READING IN CHILDREN
WHO ARE PERCEPTUALLY DEFICIENT

INTRODUCTION

There exists a considerable amount of evidence to support the contention that deficiencies in the perceptual processes of children interfere with their learning. Any child, even highly intelligent children, may have perceptual problems.

Many reading problems, as well as problems in other academic areas, can be traced to deficiencies in the perceptual process. Most remedial programs in the academic areas are ineffective with children who have perceptual problems; the perceptual deficiency needs to be remediated before the academic problem can be dealt with effectively.

The purpose of this guide is to outline procedures that can be used by teachers for the identification and remediation of children who have both perceptual and reading deficiencies. The program that is outlined in this guide is divided into two phases.

PHASE ONE

The objectives of phase one are:

1. to identify individual children who have a combination of perceptual problems, reading problems, and are of normal intelligence.
2. to substantially improve the perceptual skills of the children participating in phase one.

Survey Instruments

Perceptual Tests. The following tests and survey instruments can be used to identify perceptual deficiencies in children. These tests do not take any specialized training to administer and are not expensive to purchase. Some perceptual tests measure only one phase of perception, such as visual perception, so you may have to use more than one test in order to get the full range of perceptual attributes.

1. Marianne Frostig Developmental Test of Visual Perception. Palo Alto: Consulting Psychologists Press, 1964.
2. Perceptual Forms Test. Columbus: Charles E. Merrill, 1971.
3. Purdue Perceptual-Motor Survey. Columbus: Charles E. Merrill, 1975.
4. Slosson Drawing Coordination Test. East Aurora, New York: Slosson Educational Publications, Inc., 1971.

Reading Tests. Many school systems use a standardized reading test. If they do, the grade equivalents or percentile rankings from these tests can be used to determine achievement levels. If your school system does not give a standardized reading test, the following tests may be used. These tests are easy to administer and are inexpensive.

1. Durrell Analysis of Reading Difficulty. New York: Harcourt, Brace, and World, Inc., 1965.
2. Gilmore Oral Reading Test. New York: Harcourt, Brace, and World, Inc., 1968.
3. Science Research Associates (SRA) Assessment Survey (reading test). Chicago: Science Research Associates, Inc., 1974.
4. Silent Reading Diagnostic Test. Chicago: Lyons and Carnahan, 1970.

5. Stanford Diagnostic Reading Test. New York: Harcourt, Brace, and Jovanovich, Inc., 1966.

Intelligence or Ability Tests. It is important to determine whether these children have a level of intelligence that is average or above. If their ability is below normal, then they should be referred for further testing for possible inclusion in a special education program.

An intelligence or ability score can be found in the cumulative folder of most children. It is best to make a determination of intelligence by using at least two scores, as one can sometimes be misleading. If a score cannot be found, then one of the following tests can be administered; but before administering, check local regulations concerning the administration of intelligence tests.

1. Short Test of Educational Ability. Chicago: Science Research Associates, Inc., 1974.

2. Slosson Intelligence Test. East Aurora, New York: Slosson Educational Publications, Inc., 1967.

Once the students have been tested and their deficiencies noted, the perceptual remediation program can begin. Perceptual deficiencies should be remediated or significantly reduced before reading remediation is begun. The rationale for this is that perceptual deficiencies impede or retard a child's ability to read.

The intervention strategy for remediating perceptual deficiencies is a program of perceptual activities that are done by the child over a twelve-week period of time. These activities are done three days a week for fifty minutes each

day. The program includes activities that are designed to strengthen both motor and visual perception. The activities were taken from the programs of Kephart (1973) and Frostig (1973) with the addition of some activities by the writer. The instruction as to what activities are to be done and, in some cases, how they are to be done, are written in lesson plan form. These lesson plans can be found in the practicum, A Transportable Perceptual Model for the Improvement of Perception and Reading.

The lesson plans are divided into two sections. The first section contains general perceptual activities that are to be done by all the children in the program. These activities are designed to strengthen the areas of balance, directionality, laterality, and locomotion. Kephart claims that these areas are important to academic achievement. The second section of each lesson plan is individualized. Perceptual activities are listed by student. Students do only those activities that are designed to strengthen the areas in which they show a weakness according to the perceptual tests that were administered before the program began. Users of this guide have to develop their own lesson plans based upon the needs of each child.

The following is a listing of some of the more general perceptual terms matched with their concepts and with the activities that purport to develop these attributes. This information can be used to develop lesson plans for each child once their specific deficiencies are noted.

Perceptual Terms	Concept	Activities
Balance	The ability to maintain a position with minimal surface contact	1. Walking a line 2. Walking on a board 3. Standing on one foot 4. Standing on an uneven surface
Directionality	An awareness of direction in space, independent of one's own body--such as up-down and over-under	1. Jumping 2. Hopping 3. Turning 4. Moving by direction 5. Throwing an object 6. "Simon Says" 7. Manipulative activities
Eye-hand Coordination	A visual-motor match	1. Catching an object 2. Throwing at a target 3. Threading a button 4. Putting safety pins in holes on a card
Laterality	An internal awareness of the two sides of the body (right and left) and how each side is used independently or simultaneously	1. Moving right or left arm or leg 2. Hopping on one foot then the other 3. Moving to an object
Locomotion	Motor behavior which permits movement from one place to another	1. Running 2. Walking 3. Skipping 4. Hopping 5. Crawling
Visual Perception	Ability to recognize and discriminate visual stimuli and to interpret these stimuli	1. Perceptual constancy exercises 2. Visual-motor coordination exercises 3. Watching a moving object 4. Looking in the direction of a symbol

Perceptual Terms	Concept	Activities
		5. Reproducing given patterns 6. Following an object with the eyes

Posttesting

At the conclusion of the perceptual phase of this program (phase one), the students are to be retested using the same perceptual test(s) that were used at the beginning of the program. The data from these tests will tell how much perceptual gain was made by the students during the course of the perceptual program. This information is necessary to enable the teacher to make a decision as to whether or not enough perceptual gain was made for the student to move into phase two or whether he needs to continue in phase one.

PHASE TWO

(Eighteen Weeks)

The objectives of phase two are:

1. to identify individual reading skill deficiencies
2. to substantially improve the reading skills of the children participating in phase two by strengthening their deficiencies.

Once a child has been moved into phase two, his specific reading skill deficiencies need to be identified, if this has not already been done. Once an individual child's reading skill deficiencies have been identified, they should be plotted (see individual and skills profile) so that the teacher and the child knows what skills need to be worked on. Once skill deficiencies have been plotted, materials need to be selected that will strengthen these deficiencies. These materials can be teacher made, commercial, or both. The following list contains some commercial materials that can be used to strengthen specific reading skills.

Scholastic Scope: 228 Arbor Blvd., Dayton, Ohio 45439
Skill: Restate material, sequence and summarize, draw inferences, phrase context, story context.

Club Magazine: Educational Program Corp., Palo Alto: 1972.
Skill: Restate material, sequence, summarize, draw inferences, phrase context, story context.

Design for Living: Harcourt, Brace and World, N.Y. 1970.
Skill: Restate material, sequence, summarize, draw inferences.

Fountain Valley Teacher Support System: Richard L. Zweig Associates, Inc., Huntington Beach, Cal.: 1974.
Skill: Phrase context, story context, logical relationships.

Individualized Cassettes Learning Packages: Media Materials Inc., Chicago: 1976.
Skill: Restate material, sequence and summarize, draw inferences.

Specific Skill Series: Burnell Loft, 958 Church Street, Balwin, N.Y. 11510
Skill: Restate material, sequence and summarize, draw inferences, apply to new situations, logical relationships.

Posttest

At the end of eighteen weeks the students are to be posttested using the same test that was used for the pretest. The posttest data when compared with the pretest data will tell you how much progress has been made by each student. This program may be lengthened in order to give students who are not progressing well more time on task.

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